



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report  
For Schools with Residential Provision**

**Horris Hill School**

**June 2022**

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### School's Details

<b>School</b>	Horris Hill School			
<b>DfE number</b>	850/6072			
<b>Address</b>	Horris Hill School Newtown Newbury Berkshire RG20 9DJ			
<b>Telephone number</b>	01635 40594			
<b>Email address</b>	reception@horrishill.com			
<b>Headmaster</b>	Dr Steve Bailey			
<b>Proprietor</b>	Forfar Education Ltd			
<b>Age range</b>	4 to 13			
<b>Number of pupils on roll</b>	109			
	<b>Day pupils</b>	51	<b>Boarders</b>	58
	<b>EYFS</b>	4	<b>Lower school (Year 1 to Year 3)</b>	14
	<b>Upper school (Year 4 to Year 8)</b>	91		
<b>Inspection dates</b>	7 to 10 June 2022			

## 1. Background Information

### About the school

- 1.1 Horris Hill School is an independent boarding and day school for male pupils situated in Newtown. There are three boarding houses, one within the main school building and two within the grounds. Since the previous inspection, the school has opened a lower school department for pupils from Reception to Year 3. In July 2021 the school became part of the Forfar Education group of schools and is governed by them. The current headmaster has been in post since September 2021.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

### What the school seeks to do

- 1.3 The school aims to provide an excellent education, with academic ambition, tailored to the individual child. It seeks to ensure every child is happy and confident and has the opportunity to discover their skills and passions by offering a range of experiences in academics, sports and the arts. The school endeavours to promote kindness, courage, respect and resilience, with a focus on the benefits of hard work, good manners, good humour and having the spirit to succeed.

### About the pupils

- 1.4 Pupils come from a range of professional backgrounds, many from families living within a 15-mile radius of the school, and a significant group are from across the world. Nationally standardised test data provided by the school indicate that the ability of the pupils is above average compared to those taking the same tests nationally. The school has identified six pupils as having special educational needs and/or disabilities (SEND), which include dyslexia, of whom two receive additional specialist help. No pupils in the school have an education, health and care (EHC) plan. English is an additional language (EAL) for 30 pupils, whose needs are supported by their classroom teachers and additional support when required. Data used by the school have identified a number of pupils as the most able in the school's population, and the curriculum is modified for them and for other pupils due to their special talents in sport, music, art, drama and chess.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2015, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### **PART 1 – Quality of education provided**

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

### **PART 2 – Spiritual, moral, social and cultural development of pupils**

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Any prefect system operating in the school is suitably managed.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

### **PART 3 – Welfare, health and safety of pupils**

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. Boarding staff are appropriately trained and deployed.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, the ban on corporal punishment under section 548 of the Education Act 1996, and NMS 2–4, 6–12, 15 and 16 are met.**

## **PART 4 – Suitability of staff, supply staff, and proprietors**

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] and NMS 14 are met.**

## **PART 5 – Premises of and accommodation at schools**

- 2.13 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 5 are met.**

## **PART 6 – Provision of information**

- 2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.
- 2.16 The standard relating to the provision of information [paragraph 32] and NMS 1 are met.**

## **PART 7 – Manner in which complaints are handled**

- 2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.
- 2.18 The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## **PART 8 – Quality of leadership in and management of schools**

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils. Appropriate leadership and management of boarding ensure that the required policies and records are maintained and effectively monitored.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] and NMS 13 are met.**

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils make good progress and achieve well in academic, creative, and sporting areas.
- Pupils are good communicators who listen to the views of others attentively and can apply this skill to further their understanding.
- Pupils exhibit positive attitudes to learning.
- Pupils demonstrate the ability to work confidently on their own. However, their ability to use their own initiative to direct their learning is less well developed.
- Pupils do not apply their information and communication technology (ICT) skills to their learning across the curriculum as strongly as possible.

3.2 The quality of the pupils' personal development is excellent.

- Pupils have an excellent understanding of how to stay safe and healthy.
- Pupils respect their peers and are tolerant, sensitive and respectful to the views and traditions of others.
- Pupils actively support each other in a highly collaborative atmosphere, respecting and recognising individual differences and needs.

#### Recommendations

3.3 The school should make the following improvements.

- Strengthen pupils' ability to apply their information and communication technology (ICT) skills to their learning across the curriculum.
- Enable pupils to further develop the ability to use their own initiative and learn more independently.
- Ensure that teaching consistently promotes rapid progress.
- Enable older pupils to take a more active role in initiating and organising school and charity activities.



## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils of all abilities make good progress and achieve well in a range of curriculum areas. Year 8 pupils achieve well in external examinations and gain entry to a variety of competitive senior schools. The small classes ensure that all the pupils are very well known by their teachers who ensure they receive targeted help in the areas they are developing. As a result, those with SEND make good overall progress and EAL pupils show rapid progress in their use of language. They benefit from the many opportunities provided for discussion and debate in lessons and boarding activities. This is fully in line with the school's aims to offer quick and individual support where it is needed. In their responses to the pre-inspection questionnaire, most parents and pupils agreed that teaching helps pupils to learn and make progress. More able pupils make good progress overall, although their ultimate attainment is sometimes limited by a lack of appropriately challenging activities in some lessons.
- 3.6 Pupils' communication skills are good. Children in the EYFS are able to speak in well-formed simple sentences, as when children were able to talk knowledgeably about the butterfly which had just hatched from the chrysalis in their classroom. The majority of pupils are confident to talk to adults and share their thoughts and opinions, as seen in some lessons and interviews with inspectors. Pupils listened to the views of others diligently and many can use this knowledge to further their understanding. However, this skill was not seen embedded across the full range of academic subjects. Younger children in the EYFS demonstrate good knowledge of letter sounds and emerging writing, whilst older pupils in the lower school are inspired to develop their writing skills through the effective use of marking to provide areas for pupils to focus on to improve. In Year 3, pupils include onomatopoeias and powerful verbs and adverbs in their writing. By Year 7 pupils write at length and redraft with care, displaying good use of creative language and stylistic devices such as the effective use of a change of tense and the inclusion of metaphors and similes in their writing.
- 3.7 Pupils' mathematical competency develops steadily as they progress through the school. By Year 8 pupils reach high standards of numeracy. They achieve well in national Maths Challenges and in external examinations. Children in the EYFS can count and recognise numbers to 10 and beyond with confidence, and are able to articulate different number combinations to reach a total. Year 3 pupils are able to add and subtract fractions accurately and can find fractions of an amount. In Year 7 work scrutiny showed pupils were able to work confidently with mathematical concepts such as nth term and translations. Pupils are able to apply mathematical knowledge, skills and understanding across other areas of the curriculum. For example Year 7 pupils worked confidently with fractions when creating a staircase using overlapping blocks and Year 3 used their knowledge to identify lines of symmetry in various world flags. Progress in some lessons is not as rapid when pupils are not given the opportunities for independent and collaborative investigation, and when the work is not pitched sufficiently highly to challenge more able pupils.
- 3.8 Pupils are confident in the use of information communication technology (ICT), and apply their ICT skills to some curriculum areas. Lower school pupils confidently used communication devices to support their number work on fractions. Year 3 pupils worked collaboratively to record a voice over on a clip of the *Rumble* movie. Upper school pupils were seen accessing the internet to research Roman baths in a Latin lesson, to discover good examples of ethical advertising in a scholarship lesson and to research information about Buddhist temples. In Geography, Year 5 pupils accessed an online quiz programme to test their world knowledge. The proprietors have supported the acquisition of well-resourced provision of ICT equipment for pupils in all parts of the school. However, this resource is yet to be embedded across the curriculum and the potential to support the pupils' learning is yet to be developed. Pupils who spoke to the inspectors stated that they would like to use devices more in lessons to further support their learning.
- 3.9 Pupils' knowledge, skills and understanding are good. They are successfully developed through the provision of a balanced curriculum and the pursuit of the school's aim to provide an extensive

academic, musical and artistic foundation for the pupils. Through lesson observations and work scrutiny, pupils were seen to apply knowledge, skills and understanding throughout most academic subjects well. For example, in geography, Year 6 pupils are able to give accurate six-figure grid references. In a Year 7 Latin lesson, pupils demonstrated a good understanding of the locative case. Lower school pupils demonstrated confidently their knowledge and understanding of how to find fractions of an amount. Year 2 pupils know the terms and the difference between an insect and an arachnid. Boarders demonstrate excellent time management skills to complete all of their school work before they return to the boarding house, which helps to enhance their knowledge, skills and understanding across the curriculum. Pupils in interviews confirmed the marking and verbal feedback they receive from staff helps them to make further progress over time. However, some pupils interviewed felt that the marking they receive was inconsistent across some subject areas. This view was shared by the inspection team. Specialist teaching provides pupils with creative opportunities, notably in art and design and technology (DT), where pupils demonstrate well-developed artistic skills as seen in displays around the school. Pupils develop good individual musical skills and many are successful in grade examinations. Pupils develop good physical skills through the provision of a wide-ranging programme of physical education, resulting in individual successes in many different sporting disciplines.

- 3.10 Pupils' study skills show incremental development as they progress through the school. Most parents who responded to the questionnaire agreed that the school equips their children with the team-working, collaborative, and research skill they need in later life. Pupils draw knowledge effectively from sources to which they have been directed, and are able to use their own initiative to develop these skills further. Where more open-ended tasks are presented to pupils, they develop their thinking and learning to a higher level. For example, Year 7 pupils demonstrated initiative in a practical science lesson when they were heard independently hypothesising and synthesising about the outcome of their experiment.
- 3.11 Pupils achieve well in a wide range of academic, sporting and musical activities. Musical performances are a regular part of school life, and the majority of pupils play at least one musical instrument. Pupils regularly achieve well in music and drama grade exams. Pupils of all abilities are encouraged to take part in a variety of physical pursuits and their efforts are celebrated positively. Individual pupils have been successful in inter-school competitions and playing at county level in cricket. Pupils are proud of their progress and successes across many different areas of school life. Their involvement in their 'colour' houses provides opportunities for all pupils to be part of inter-house competitions in sport, music and poetry recitation. Year 8 pupils are successful in gaining places at their chosen senior schools and are awarded a variety of scholarships annually, including academic, sport and music. They are fully prepared for these examinations by their supportive teachers.
- 3.12 Throughout the school pupils display positive attitudes and an enthusiasm for learning, as evidenced by their endeavours in most lessons and activities observed during the inspection. Pupils are productive when working individually, or collaboratively. However, they are often required to be reliant on teachers and are not consistently offered the opportunity to take leadership and to show independence in their learning. Younger pupils effectively explore their aesthetic and creative talents through topic themes and are just as productive when exploring classroom activities on their own as they are when joining others for a whole class learning activity. In Science, Year 7 pupils collaborated effectively in small groups, listening to the views of their peers before formulating any answers. Pupils' enthusiasm is encouraged by committed staff reinforcing a productive work ethic. Pupils' value the school community and particularly the positive boarding house spirit that exists across the three houses. Pupils gain a sense of personal achievement and satisfaction from contributing to the success of the school.

## The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Throughout their time in the school, pupils grow steadily in confidence as, encouraged by staff, they successfully meet their personal challenges. Pupils develop a good degree of self-understanding through the high levels of care and teacher support offered from their first days in school, which create a safe place for pupils to get to know themselves. Pupils develop their self-knowledge and self-discipline, regularly being encouraged and given time to self-reflect, especially after any incidents of poor behaviour. Boarding pupils say that boarding helps them to become more confident, independent, more responsible and helps prepare them for the next stage of their education. Pupils in the lower school have a good understanding of how to improve their own learning and performance through the effective use of marking and target setting. Older pupils have a sound understanding of how to improve their own learning and performance. As they are taught in small classes pupils are often given detailed verbal feedback to improve their work. In questionnaires, most pupils felt that the teachers' feedback and marking help them to improve. Inspection evidence supports this view. Pupils are motivated and well prepared for the next stage of their lives, helped by the high standard of pastoral care that they receive from their teachers and the leadership team. A very large majority of parents in the questionnaire stated that the school helps their child to be confident and independent.
- 3.15 Pupils demonstrate a well-developed responsibility for their own behaviour and show an excellent awareness of the school rules, with the large majority keen to do the right thing. They value the merit system and are deeply invested in the competitive 'colour' (house) system to which they all contribute. Pupils confirmed that the system works in a fair way, rewarding those who do particularly well across all areas of school life. Boarders appreciate the need for a set of house rules and say that most pupils understand and follow these carefully. The younger pupils are highly motivated to receive personal commendations from their teachers which will help to fill the shared 'bucket of kindness'. They take immense pride in having their success shared at an assembly each week. The celebration of incidents of desired behaviour in place in the lower school contributes positively to a particularly harmonious atmosphere between the pupils. They display an excellent caring attitude to each other and behave well at all times. Almost all the pupils who responded to the questionnaire felt that the school expects them to behave well. Pupils are clear that there would be consequences for poor behaviour and that they are encouraged to reflect on the impact of their behaviour so they can appreciate why any poor behaviour is wrong. Year 7 pupils demonstrated an excellent understanding of the differences between duties and consequences and were able to speak eloquently about their moral decisions now at school and how these will change as they become an adult.
- 3.16 Pupils have a well-developed spiritual understanding and appreciate the diverse culture in which they live. Pupils demonstrate a strong sense of reflection on the non-material aspects of life. They are given opportunities to consider spiritual, religious and non-religious aspects of life regularly as part of assemblies, Chapel and theology, philosophy and religion (TPR) lessons. In discussion with inspectors pupils explained clearly how opportunities to reflect on non-material aspects allowed them to consider difficult concepts in a safe environment and to seek clarification if necessary. Older pupils show good understanding of other world faiths and philosophical concepts, seen, in Year 7 work relating to Plato, which pupils were able to describe to inspectors eloquently and with clarity. Lower school pupils enthusiastically sang a communal hymn in their chapel service and demonstrated a well-developed awareness for their age of different religions of the world. Careful planning and delivery of the curriculum and assemblies ensure that pupils develop a good understanding of other cultures and faiths. The older pupils chapel service was calm and reflective, pupils listened appreciatively to the choir perform a Gaelic blessing and they sang enthusiastically during the service.
- 3.17 Pupils are able to make many decisions during the day, for example making good choices of food in the dining hall and keeping their personal bed spaces clean and tidy. They encourage each other, irrespective of age, to pull together to achieve greater success in many areas of school life. Children

in the EYFS choose which activities to engage in, and they are encouraged to pursue their own interests in the classroom. Upper school pupils are able to make choices about what clubs and activities they will attend. Year 8 pupils made appropriate individual decisions to ensure they revised most effectively in the time available, choosing whether to work alone or to collaborate and which materials to use. Pupils understand that the decisions they make have an impact on others, and they are diligent in seeking ways in which to minimise upsetting others and will quickly apologise if their actions have hurt someone.

- 3.18 Pupils' social development and awareness are excellent. Pupils of all ages form productive, supportive relationships with their peers and are able to work effectively with others both in class, when given the opportunity, and in other extra-curricular areas. Lower school pupils work collaboratively together to solve practical challenges during their afternoons learning as part of their 'Wild child challenges'. Year 8 pupils' teamwork skills benefit from a leadership day in the summer term when they work in groups to solve team building challenges. Boarders state that they are encouraged to work collaboratively, either by helping each other in the boarding house or during evening activities. Pupils build strong relationships and feel respected by their caring teachers, who know them well and have high expectations of them in all aspects of school life. Pupils collaborate effectively at lunchtime to share out the roles and responsibilities. Lower school pupils happily share equipment at playtime and co-operate effectively in their unstructured play. Older pupils demonstrate well-developed levels of sportsmanship in their games lessons and in interview they explained that the focus on the '3 Rs' (responsibility, respect and resilience) have helped them to understand how to work effectively as a team.
- 3.19 Pupils engage naturally and without hesitation with those of backgrounds and cultures other than their own. The school leadership team encourage pupils of all ages to respect and value diversity, as seen in a personal, social, health and economic education (PSHE) lesson in Year 7, where pupils engaged in a sensitive discussion about a video depicting the many different types of human love. Pupils enjoy learning about other religions and cultures, and benefit from the regular cultural days and themed meals organised by the school. Pupils have a well-developed understanding and awareness of British society. Written work by older pupils indicates they are able to identify values such as respect, tolerance, the rule of law and individual liberty. Current affairs are discussed regularly during form periods, through newspaper articles and in the boarding houses as part of the PSHE curriculum ensuring that all pupils have an awareness of events in their world today. Upper school pupils spoke sensitively about the effect of the war in Ukraine on the people there and were able to reflect maturely on how they may feel if they lived there. Pupils regularly have the opportunity to engage in the democratic process by responsibly voting to select the school charity or for their form school council representative. In their questionnaire responses a very large majority of parents agreed that the school actively promotes values of democracy, respect and tolerance of others with different faiths and beliefs.
- 3.20 Pupils make a positive contribution to the well-being of others in the school, through their work as monitors, food and school council representatives, as a 'pater' to new boarders and house colour captains. Pupils develop a sense of healthy competition and belonging through the 'colour' house system, which enables them to work with pupils from across the school for a common cause. Older pupils work collaboratively to organise the annual Horris Hill Day to fundraise for charities in the local community and beyond. Boarders take the opportunity to share their views about their boarding experience, through suggestion boxes and regular meetings with staff, with the intention that their feedback will enrich their experience further.
- 3.21 Pupils have an excellent knowledge and understanding regarding the need to look after their physical and mental well-being. The leadership team have prioritised the need for pupils to engage in a balanced lifestyle, which includes many sporting activities, free time, creative opportunities and academic study. Pupils exercise regularly and engage effectively in a wide range of physical activities to improve their skills. Boarders reported they are very happy with the variety of activities on offer

during the early part of the evening, as well as weekend activities, which provide opportunities to get to know each other and to interact with pupils of different ages. As a result of this provision, pupils have an excellent awareness and understanding of the need to make healthy choices regarding the food they eat whilst at school as well as an appreciation of the importance of taking plenty of exercise during their school day. In discussion, pupils stated that they understand how to keep safe online and are confident that they know what to do if something worries them. Boarders reported that they always feel safe, both in school and in the boarding houses. A very large majority of parents in the questionnaire agreed that the school encourages a healthy lifestyle.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings, chapel and an assembly. Inspectors visited boarding houses and the facilities for the youngest pupils, together with the learning support area. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Sue La Farge	Reporting inspector
Mr Timothy Lewis	Compliance team inspector (Deputy head, IAPS school)
Mr Jonathan Onions	Team inspector (Head of boarding, IAPS school)
Mr Adrian Hathaway	Team inspector for boarding (Deputy head, IAPS school)